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CANADIAN CAMPING

June 1952
TORONTO, CANADA

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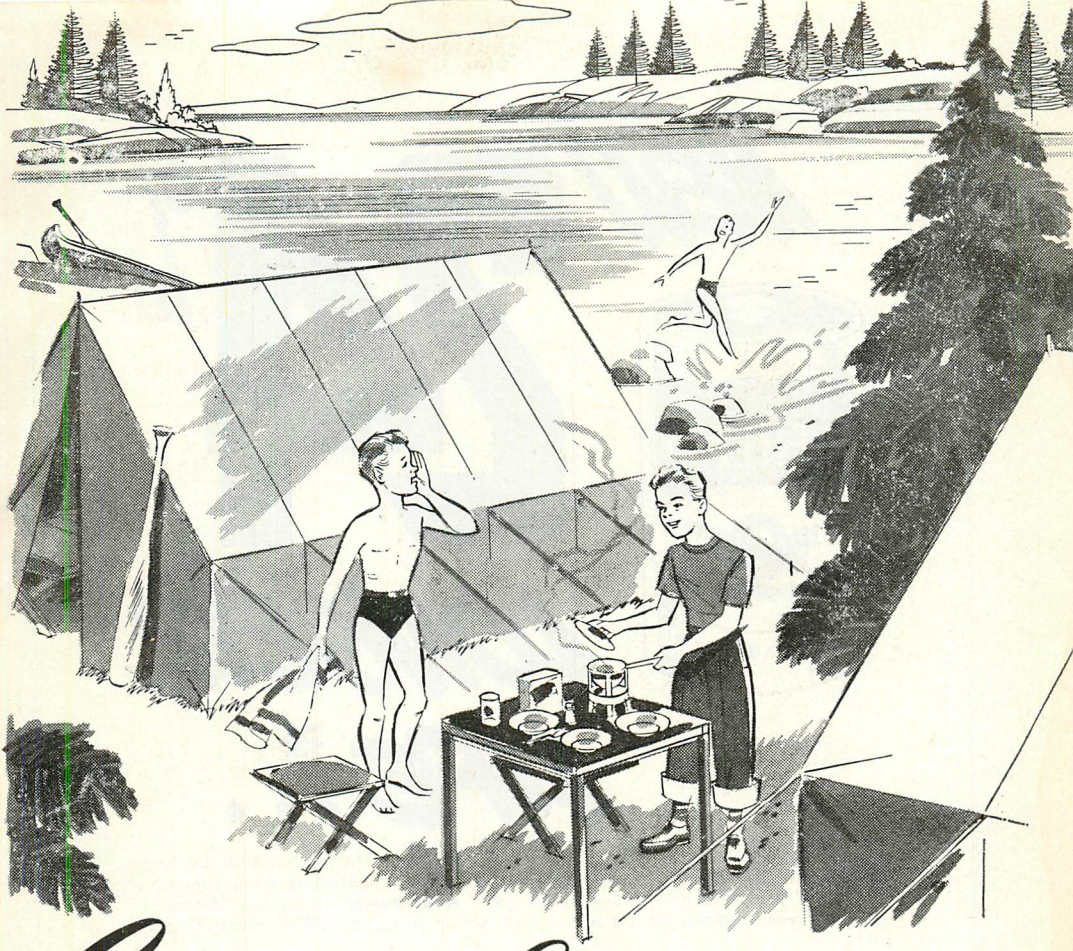

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A Commitment

Have you sat in wide-eyed silence
While the flickering embers glow,
Listening spell-bound in the firelight
To a tale of Long Ago?

Do those evenings by a campfire
Light the dusk of later years?
Do those ne'er-forgotten memories
Still dispel your shadow-fears?

If a campfire and a story
Were your dower long ago,
You've a legacy most precious
And a debt to Youth you owe.

You must light young eyes with wonder
By the magic of a fire,
And lead them with a story
To the Land of Heart's Desire.

—Mary S. Edgar

Towards a Philosophy in Camping II

JOHN HOYLE
Director, Camp Gay Venture

In a previous article an endeavour was made to present some of the more obvious needs of campers as basic to a working philosophy of camping. In this article we would like to consider some underlying principles which seem equally basic.

It is difficult, perhaps, to realize that camping purposes and practices have changed as much as they have in the past forty years. Just as the buggy has given way to the automobile, and the over-the-fence gossip to the telephone, so our camping objectives, principles and practices have changed and, perhaps, to even a greater extent. If we do not agree with this statement it may be well for us to undertake a searching scrutiny of our own camp lest in the progress that has been made in educational theory and practise our own camp remains, philosophically—a little red school house.

The writer never fails to blush when he thinks back to his first camp. It was in 1910 when he spent two weeks as the leader of a group of teenage boys under canvas. While there were, no doubt, inherent values in intimate personal contacts, the emphasis was essentially on orderliness and skills rather than on persons. What a contrast this makes with to-day when our primary emphasis, our focus of programme, is the camper. Not so much what he does, as what he is and is becoming, through his camp experience; not the quantity of badges and awards he secures but what sort of a person he is becoming through the influence of his camping experience.

Perhaps one of the advances to be noted is the emphasis now being placed on relaxation. In the earlier days camps seemed to be geared up just to get people over-tired. Campers frequently returned home thoroughly exhausted and in need of a prolonged rest before being fit for school responsibilities. To-day it is recognized that the programme should be so planned that the camping experience may be one which will build up the physique, tend to calm the emotional stresses induced by highly organized city life and, in general, provide that type of experience which will return the child home rested in mind, body and spirit, fully adequate for the drive of school life with its concomitant social and cultural pursuits. A formal rest period of one hour, or one hour and a half, for all staff and campers is now the usual procedure. Some children, however, require more rest than this provides, and wherever necessary an extra hour of rest at some other period, or a period of quiet play, may be indicated to suit the individual case. Even a day of relaxation in the infirmary with books, puzzles and games

may be a wise move for the easily excitable child. Some camps have gone further than this and have entirely eliminated bells, gongs or bugles, and horror of horrors, sirens. A word by counsellors that it's time to wash up for a meal, or time to move on to the next activity is quite sufficient and helps in the orderly process of doing things without pressure. Granted that the art of punctuality is desirable; is it necessary to make a child go without his dessert or Tuck Shop privilege because he is a minute or two late? Meal times are periods when digestion depends upon a lack of nervous stimulation. The child who has to rush to the call of a bell, or who is suffering from a severe reprimand, is not in the best position for adequate digestion. A kindly word of explanation as to the importance of being punctual is usually quite sufficient and equally effective.

Relaxation is to some extent the antithesis of regimentation. One wonders why there has been so much regimentation in camp. It is probably a carry-over from military life on the basis that discipline will be easier and campers will more quickly carry out what is required of them. But, after all, is that what we are trying to do? Is our aim not rather to assist campers in becoming more self-disciplined, more creative, more observant, more able to provide their own interests, more self-dependent. Rigid discipline produces automata, self discipline produces campers able to take their place, and pull their weight, in a democratic environment where the most important person is the camper, not the leader.

Many camps to-day are practising or, at least, experimenting with some kind of a "choice" programme. In a choice programme campers are encouraged as individuals, small groups, or cabin groups to decide for themselves what they want to do each day, and each period of every day. In this way campers learn to experience the privilege of free choice and its corollary that with free choice goes the responsibility of accepting the results of that choice. Under this plan children elect what they wish to do at each activity period of the day. Individuals will select one or other of the regular activities. Small groups may decide on some special activity such as building a raft, picking wild strawberries, spending a morning in a previously built tree-house, rowing down the lake, or fishing. The obvious danger of over-specialization may easily be met by wise motivation. "You spent two periods working on your new leather belt, what about doing some work in campcraft so that you will be ready for the two days' trip I hear your group is planning?" The experienced counsellor knows that a suggestion, wisely given, is usually acted on with interest and the effort necessary for its implementation.

The theory of motivation, already so much in use in the more progressive types of education, has a very real value in counsellor - camper relationships. There is probably no greater aid to happy and effective counsellor-camper relationships and the development of adequate self-discipline than the practise of motivation. What is it? Simply suggestion on the part of the counsellor leading to interest and effort on the part of the camper. The counsellor who has not used this method may find it takes him some weeks before the motivation method becomes second nature to him but I have never known a counsellor who has seriously tried it who has not become an ardent follower of the technique. Children respond far quicker and more co-operatively to "Let us clear up all that driftwood on the beach! I saw one of the juniors stub his toe on a piece this morning"

than to "Get busy, kids, and clean up that beach". Motivation is not a difficult technique to acquire, but it does require a great deal of practice, and infinite patience.

If camping is, as generally accepted, an opportunity for children to live together democratically under wise and skilled supervision, then surely it is important that the element of competition be delegated to its proper place. It has been stated that competition is the soul of business. This may be so, I do not know. But to place competitive procedures in the forefront of a camping programme seems to us to be vitiating the very heart of what camping is attempting to accomplish.

True, much in a practical sense may be accomplished by competition, but all that may be accomplished by competition may be accomplished better and more permanently by other means. Why should we encourage the competitive spirit by offering prizes and cups and such like awards for activities when the campers may be guided to put equal zest into the enterprise for the pure fun and worthwhile results they gain from sharing in the event? Why is it thought necessary to offer extrinsic rewards for doing that which in itself offers a far more satisfactory and permanent reward in the sense of knowing that one has done his best and played the game? If the very nature of the activity does not provide the incentive for a camper to put his very best into it, it may well be asked whether the activity was worth participating in in the first place. The fun of a game, a task, an enterprise well done is what counts, not the receiving of a reward. Is this not one of the places in camp life where campers may be helped to learn that fundamental of effective and happy living that true enjoyment comes from doing one's best irrespective of any extrinsic reward?

By all means let us have standards towards which a camper may strive, standards that will cause the camper to reach out, but let the striving be directed towards bettering his own achievement rather than being directed against others. Surely the idea that in order to succeed ourselves we must cause others to fail is one of the many causes of poorly adjusted living in personal, social and national life? This theory does not preclude inter-cabin or inter-tribe rivalry in which, in good sportsmanship, team plays against team, but let the emphasis be on the fun of the game rather than the outcome. Wisely presented, the motivation of playing the game for the sake of the game receives the camper's enthusiastic support and aids in building one more of those character traits that, with others, develops a boy or a girl equipped to live constructively and happily in a democracy.

Probably every camp has campers who might be referred to as problem children. Poor children! what chance have they? They are referred to in staff conferences, and sometimes outside, as "problem" children. They are probably aware of that fact and hence do the natural thing by living up to their unfortunate title. If a title must be given let it be "opportunity" children, for so they are, an opportunity for themselves and an opportunity for their counsellors. They are the campers towards whom should be focussed all the skill of the staff. Not because these children may cause the staff to suffer from headaches but because these are children in dire need, children in the darkness seeking light in a world that has failed to understand them. And, in any case they are not "problem" children; they are children with problems.

This is not just a play on words. The changed terminology presupposes an entirely different approach. Here is a camper with a fiery temper, or greatly introverted, or one with an over-developed imagination, or, perhaps, a careless vocabulary. He is a child with a problem. In many cases it may be the privilege of the counsellor to lead that camper to become aware of his problem as something that he himself must endeavour to understand and treat. The child with the fiery temper may be helped to realize for himself what uncontrolled temper does to him; it alienates his friends, it makes him do and say things he is afterwards very sorry for, it makes him self-conscious, and so on. Once the youngster has been sympathetically helped to recognize the ugliness of his temper, to look at it objectively, it is not difficult to suggest ways through which the problem may be resolved. He is not a problem child but he is very definitely a child with a problem. In the first case the camper is condemned already; in the second case he is a patient who needs the kindly advice and co-operation of a skilled and understanding counsellor to supplement his own active endeavour and co-operation.

Camp Tanamakoon

Memorable Experiences

Leading Towards Spiritual Growth

W. E. (Ted) Yard, *Director of Camping,*
Toronto Central Y.M.C.A.

Perhaps you had slipped away for a short paddle in the breathtaking stillness of a summer evening. Dreamily you were carried by the effortless rhythm of your paddle and the tinkling music at your bow until suddenly you held! . . . There before you on a rocky point a hushed throng of over a hundred children were sitting . . . listening, and watching. They were listening to music that you, too, could hear . . . though you had no idea where it came from; and suddenly you realized that they were watching the sunset, which, seen from their vantage point, provided a constantly changing panorama in the direction from which you had come.

The music faded, and a spokesman whose calm clear voice seemed somehow to harmonize with everything about the place, suggested that those who so wished might share with all their friends their most vivid memory of the past two weeks at camp. There was no prompting; there had been no preparation. One after another the children rose to say "I remember . . ." . . . Or perhaps you came upon another spot on another such evening, and heard the spokesman at the Voyageur-Lumberman ceremony saying:

"Let us pause for a moment, and viewing the truly beautiful shades of our Muskoka evening, let us this day drink deep of the beauty in lake and sky and stately pine. Let us cherish the deep friendships discovered at this spot; may they give deeper meaning to lives already dedicated to helpful, purposeful ends."

There was a pause, and then you saw the lumberman . . . clad in high boots, mackinaw shirt, and peak cap. With an axe on his capable shoulders he strode quietly along the shoreline to take his place against a giant pine . . . silhouetted in the sunset.

"It is the Lumberman . . . craftsman, pioneer, conservationist . . . he is a living symbol of Canada's great forest lands. He is, too, an integral part of the lore and tradition of this place we call our camp."

Another pause, and then a canoe skimmed into silhouette. The paddler in buckskin coat and tasselled toque, skillfully set his craft ashore, and took his place opposite the Lumberman.

"It is the Voyageur . . . explorer, adventurer, master of his craft, he looks to new horizons . . . for he, too, is Canada. . . . and in this beautiful setting he travels with the greatest Sternsman of all time."

You saw how logical it all was . . . You saw the rest of the ceremony; and when the fire was lit and the songs began, you quietly slipped away.

* * *

. . . Perhaps, (it would have had to be by invitation), you were privileged to visit a solemn campfire induction ceremony. You heard the young inductees accept the Pine as a symbol of Strength and Fortitude. . .

. . . "for, as the Pine roots cling to the crevices of solid Muskoka rock to hold firm in all weather, so will we hold firm to the principles of good living that we have learned in our homes, and at our camp."

You heard them accept the Pine as a symbol of Personal Growth

. . . "for, as the Pine strives ever upward toward a clear, fresh sky, so will we strive in our personal lives to reach a higher level of faith, understanding, and brotherly love."

You heard them accept the Pine as a symbol of Purity . . .

. . . "for, as the stately Pine draws its life from the fresh Northern air, from the nourishing soil and from the clear waters of our spring-fed lake, so will we draw ours from the clean speech, clean sportsmanship, and clear minds of those whom we respect and love."

You felt that this was a truly memorable experience for them . . . and for you!

* * *

On still another occasion, you may have seen a lad step forward and drop a huge stone in the mirror-like lake. You followed the widening circles and were surprised to see a young boy rise:

"Our widening friendship circles take us to Poland, my homeland." . . . In a few well chosen words this boy made Poland and her people seem our neighbours. So it was with a boy from Holland, with others from Greece, Estonia, Scotland . . . even Australia.

You felt that there was brotherhood in this place . . . real brotherhood!

* * *

It may be that you were present when a camper presented a stone at the Sunday morning service.

"We brought this stone from the Blackstone Lake, the destination on our canoe trip. The word we have painted on the stone is TEAMWORK, because it seemed to fit the spirit of our trip."

Somehow you *knew* that it had been a good trip!

* * *

These glimpses you may have caught were intended to be in complete harmony with a philosophy of working with children at camp, towards the greatest possible enrichment of the life of each one.

Discussions of real life problems as related to camp situations, evening cabin "quiet times", morning watch, experiences in antiphonal singing, short skits or plays "with a purpose", . . . even Taps, the "Friendship Circle", and "Abide With Me" . . . all are related to this grouping of events which is sometimes referred to as the "more formal" part of a total child-centered program.

Inherent in any basic educational philosophy there will doubtless be an appreciation for the need of self-expression, for decision making, for a greater appreciation of others; and all these needs must be observed if we plan to do a consequential work. Our staff must thoroughly understand the goals, and they must possess such skills and insights that they can effectively play the role of "guides" along this unpredictable trail.

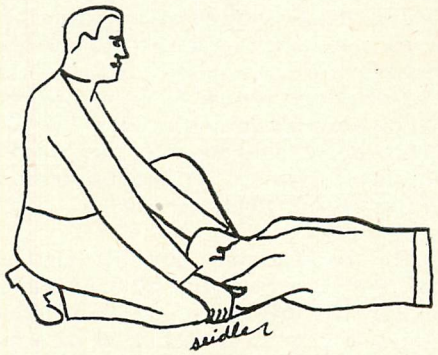
The so-called "formal" events need not deviate from the genuine consistency of approach so essential to the achievement of goals in any field. There should be a place for camper participation in the very earliest stages of development, as well as in the final presentation of the event. Skillful leadership will ensure that the laws of learning are carefully observed so that a memorable experience may, in addition, be one which broadens understanding and deepens insights.

Spiritual wealth has been described as that accumulated reserve which makes creative living possible. It is a reserve built of confidence . . . confidence in a Creator, confidence in a world of Nature, and confidence in one's self. Inspiration may play a significant role in the development of this confidence, and it may well be that the camp staff has a definite responsibility to capitalize on its unparalleled opportunity for creating these truly meaningful "Memorable Experiences".

When Life
Is In Your Hands

A new method of artificial respiration

Lois Mattox Miller



Artificial Respiration—pumping the breath of life into the lungs of a victim of drowning, suffocation, electric shock or gas poisoning—is one of the most vital of all first-aid procedures. Such emergencies are common; you may be confronted by one at any time.

Mechanical devices do the job expertly, ventilating the lungs with pure oxygen if necessary. But such equipment is seldom available in the desperate three to six minutes in which the life can still be saved. Seconds count! Hence, lifesaving usually depends on some bystander who can perform artificial respiration with his own bare hands.

The Schafer "Prone Pressure" Method has been widely taught for 30 odd years. The first-aider knelt over the prone victim, and forced air out of the lungs by downward pressure, counting on the recoil action of the released chest to inflate the lungs again. While it worked in many cases, this "push-and-release" method was far from perfect.

To find the best possible technique, the U.S. Army Chemical Corps started or expanded research projects, two years ago, in four medical schools and hospitals. Since animals were not of much use in such trials, the doctors had to seek human subjects. They settled on three types: hospital patients who had stopped breathing under anesthesia, or from illness or injury; volunteers trained to hold their breath; and volunteers whose respiration was paralyzed temporarily by shots of curare.

This last group were real heroes. Under strict operating-room conditions, with trained anesthetists in charge and mechanical means standing by, 50 volunteers whose motor nerves were paralyzed by the "poison arrow" drug hovered between life and death while the different methods were applied. Finally, normal muscular activity was restored with an oxygen mixture. Two and a half hours later they walked out of the operating room with nothing worse than a sore throat.

In all trials the traditional Schafer Method ranked lowest. The push-pull methods tested delivered twice as much air into the lungs.

But some of the superior techniques had big drawbacks. For example, one method required lifting the victim by the hips and then applying back pressure; the ability to do this depended too much on the strength of the first-aider in relation to the weight of the victim. The "hip-roll" technique also was difficult to perform on hefty persons.

The ideal proved to be the back-pressure arm-lift method developed in Denmark 20 years ago by Colonel Holger Nielsen and applied with great success in the Scandinavian countries. It is easy to teach and can be applied regardless of the relative sizes of the first-aider and victim. This method not only expels air from the lungs, as did the Schafer method, but then forces air *into* the lungs. It is accomplished in four simple steps (*see cuts*).

The back-pressure arm-lift method has now been approved by the Council on Physical Medicine and Rehabilitation of the American Medical Association and the U.S. Public Health Service. In the United States, it has been adopted by the Bureau of Mines, the YMCA, the Boy Scouts and Girl Scouts, and other agencies. The Red Cross is teaching it to more than 100,000 first-aid and water-safety instructors. Local Red Cross chapters started public classes this year.

To the four simple steps, the U.S. Department of Defense adds these practical tips. Remember: time is vital—seconds count. Don't try to move the victim to a more comfortable spot. Don't stop to loosen clothing or apply stimulants. Start getting air into the lungs. *The life is in your hands.*

A CANADIAN POSTSCRIPT

Executives of the Red Cross Society and other Canadian organizations dedicated to saving human life have closely followed U.S. experiments in the Nielsen Method and have started their own investigation with the help of a medical research team at the University of Toronto.

Dr. Gordon Bates, General Director of the Health League of Canada, is a tireless crusader for more persistent efforts to revive those seemingly dead from drowning or electric shock. For more than 30 years, Dr. Bates has preached that a spark of life may exist in an apparently dead body and that hours of seemingly useless artificial respiration sometimes have astounding results.

He says he has authenticated three reports of people coming around after being under water for half an hour or more. He also cites the case of the Alberta child who was pulled from the water apparently drowned and who showed the first sign of life after five hours of treatment by the old Schafer Method—and of the Ontario lineman, apparently killed by a shock of 26,000 volts, who came back to life after members of his crew had worked on him for eight hours.

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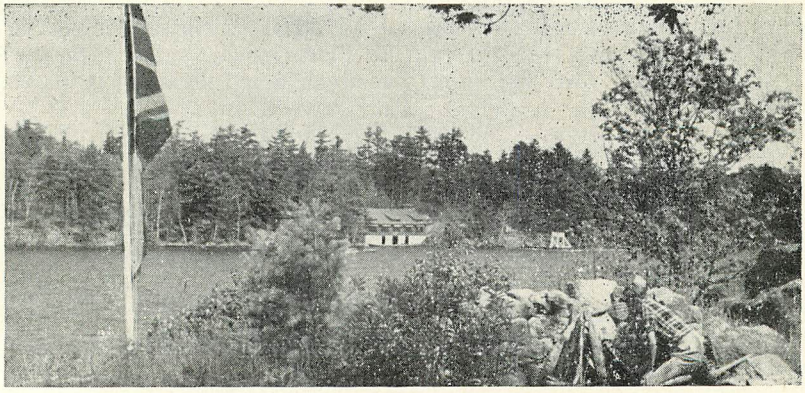
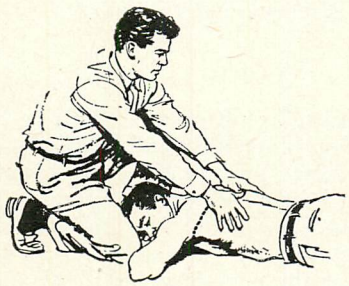


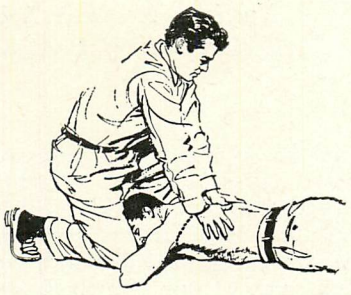
Pinecrest Camp, Y M.C.A.

You Are the First-Aider . . .

Place the victim prone (face down) with elbows bent, one hand on the other, head to one side, cheek resting on folded hands. Kneel on one knee — or both, if you achieve better balance — at the victim's head.



1. Place your hands on the flat of the victim's back, below the armpits, with your thumbs barely touching, fingers spread outward and downward.



2. Rock forward slowly, keeping your elbows straight, until your arms are nearly vertical, thus exerting a steady downward pressure.

3. Now rock backward, releasing pressure.

Slide your hands outward to grasp the victim's arms just above the elbows.

Continue to rock backward.

4. As you rock backward, raise and pull the victim's arms toward you until you feel tension in his shoulders. Start over with Step 1. Repeat the full cycle about 12 times a minute.

Important: *When the victim begins to breathe on his own,* synchonize your efforts with his breathing until he breathes strongly. Then stop.

—Readers Digest

Food for Campers

ELIZABETH CHANT ROBERTSON, M.D., Ph.D.,

*Nutrition Research Laboratory, Hospital for Sick Children and Department of Paediatrics, University of Toronto.**

As camp life is planned to promote the physical and social health of campers, the food that you provide is very important. In many camps, economy has to be constantly kept in mind, but fortunately some of our best foods are also cheap.

The food factor that is most often low in Canadian meals is Vitamin C. This is because most of our common foods contain relatively little of it and because it is so easily lost in cooking. Breakfast is a good time for your campers to get most of their daily quota of this vitamin. We strongly recommend that they be given one of the following foods every day—one orange, half a grapefruit, half a standard measuring cup (4 ozs.) of canned orange juice or two-thirds of a measuring cup (5 ozs.) of canned citrus blend, grapefruit or vitaminized apple juice. The cost of each of these is no more than 2 to 3 cents per serving. The grapefruit juice may need to be sweetened to be acceptable, and the labour involved in its preparation may rule out the use of fresh grapefruit. Frozen concentrated orange juice is another excellent alternative and the recommended serving of it is from 3 to 3½ ounces. Its use requires a deep freeze, which most camps do not possess.

Tomato juice contains only about one-third as much C as orange juice and so a suitable serving would be at least 7 or 8 ounces. This is too much for babies and small children—for them orange juice or the citrus blended juice is better. When field-ripened tomatoes are available, two medium-sized tomatoes per day are a good substitute for the citrus products. Also a serving of cut-up cabbage salad can take the place very economically of half an orange or half the tomato juice. If you can afford to serve fresh strawberries or muskmelon—one serving of either provides as much C as an orange. All of these high vitamin C foods add to your budget, but you can cut your costs safely in other directions, and unless your campers get them, their meals won't be as rich in this vitamin as they should be for the best of health. The dried fruits and the other Canadian fruits are valuable for other reasons, but they are low in this particular factor.

The precooked cereals are all 2½ to 6 times as dear as rolled oats and even the best of them (shredded wheat, shreddies, muffets, bran flakes, grapenuts and grapenut flakes) have only about one-third as much thiamine (or vitamin B_1) as rolled oats. Most campers are hungry and well prepared rolled oats should go well. For variety, Vita B or Brex and cracked or rolled wheat are good substitutes. The first two are a little dearer than rolled oats, but they are all excellent for thiamine. The white wheat cereals (often called cream

of wheat) and cornmeal are much less nutritious. The usual ready - to - eat cereals made of rice and corn and the puffed cereals are not only dear, but practically lacking in this vitamin. As many Canadians eat less thiamine than is recommended for optimum health, it is best to serve these whole grain cereals daily.

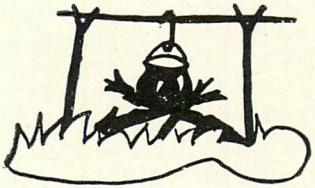
Whole wheat bread (preferably 100%), cracked wheat, rye and Canada-approved vitamin B white bread are considered superior to the usual white bread in food value. The use of whole wheat flour, rolled oats and wheat germ in cooked foods is to be recommended, because of the B vitamins and iron that they add. Unless excessive amounts are used, the taste of the food is unaffected.

You would be wise to use dried skim milk powder, which is very cheap, especially when bought in large quantities, for making cocoa, cream soups and milk puddings, of which there are many delicious varieties. In baking, the dried powder may be mixed with the flour and water added for moistening. Reconstituted whole milk powder, if refrigerated for 6 hours or more, can hardly be distinguished from pasteurized whole milk and is usually cheaper. Hand or power-operated large quantity dried milk mixers are on the market.

We believe that preschool children (2 to 5 years) should have at least one pint of milk per day, including what they get in cooked foods. For older children, a pint and a half is preferable. Provided they receive this much milk, you can quite safely make their servings of meat rather small. Combining the meat with vegetables, dressing, breadcrumbs, dumplings, pie top, etc., camouflages to a large extent the smallness of the portion. You would be wise to use eggs as generously as possible as they provide a variety of valuable nutritional factors.

Fortunately canned vegetables are equal to fresh cooked ones in food value and their use much reduces your labour costs. It is best to serve an orange or green vegetable or tomatoes daily. Margarine is as good a food as butter and its use is therefore a legitimate economy. It's a pity we cannot buy it already coloured. As the sweet foods such as cakes, sweet biscuits, honey, syrup, jam and marmalade add little to our diets, you would do well to curb your expenditures on them. Peanut butter and cheese, on the other hand, can make substantial contributions to your campers' meals.

*—Editor's note: For further information on planning meals, see "Nutrition for Today", an easy-to-read book by Dr. Robertson.



Developing a Job Analysis
for the Camp Medical Staff

IRWIN HALADNER,
Director, Camp Wabi-Kon

To carry out a program in accordance with the aims and objectives of a camp, a job analysis for each type of position is essential. Most camps develop job descriptions for some or most of the jobs in camp and then with the assistance of staff members, spend some considerable time each year in evaluating, reviewing and revising them.

It would likely be helpful to most camps to have an exchange of reports on job descriptions for the various positions in camp.

The following job description is offered in the hope that it might be helpful to those who are in the midst of developing or revising a job analysis for the medical staff of a camp.

Possibly next year Canadian Camping could publish reports of job descriptions of other camp staff.

POLICIES and RESPONSIBILITIES for the MEDICAL STAFF

The following policies and areas of responsibilities for the medical staff were prepared and approved by former medical staff members. They should be reviewed, approved, changed or supplemented by the present medical staff so that they will have a clear understanding of their duties and responsibilities. No changes to be made without the approval of the director.

The camp physician is responsible for the complete medical program of the camp. Medical staff members will act under his advice and guidance.

The medical staff consists of one resident physician, one registered nurse and one nurse's assistant.

General Duties and Responsibilities of the Medical Staff

1. A check made of all medical certificates (campers and staff) before camp opens or immediately upon arrival in camp, for special instructions that may require immediate attention. Missing certificates to be reported to the director.
2. A medical examination made of all campers and staff as soon after arrival as possible (within 48 hours).
3. Careful records to be kept in a daily log book of all examinations and treatments regardless of how trivial they are. Information to also be recorded on individual medical record cards.
4. If any member of the staff, including maintenance, kitchen and laundry, have not been examined before the opening of camp, do so immediately.
5. Daily brief written reports to the director of all admissions and progress reports of Medical Lodge patients.
6. Written reports to the director of all accidents requiring medical examination.
7. Always refer to individual medical cards before any treatment or drug requiring caution is given.
8. All information re patients is strictly confidential and not to be divulged to anyone except the camp director.
9. The doctor and one nurse to be available twice daily for sick calls—immediately after breakfast — immediately after supper.
   Note—No camper to be turned away without consideration at other times.
10. Nurse and nurse's aid to be up in time to serve meals and render care to hospital patients before morning sick call begins.

11. A medical staff member must be on duty at all times in the medical lodge when there are patients in the lodge. If there are no patients, one staff member must be on call, the lodge locked and a note of whereabouts posted on the door.
12. The doctor is to leave a note of his whereabouts at all times at the medical lodge even during his time off. He should clear with the director if leaving the camp area.
13. The doctor to arrange for time off for the medical staff. This consists of one day a week and time off during the day when possible. The day off should begin after morning sick call. Clearance with the doctor if leaving the camp area.
14. No more than one staff member off for the day at one time.
15. All medical reports to the director must be approved by the doctor.
16. All notifications and reports to parents of injuries and illness are to be approved by the director. Correspondence from parents to be brought to the attention of the director and placed with the office for filing.

Prevention

1. The doctor to arrange through the program director to meet with the counseloring staff to discuss their role in the health and safety program of the camp.
2. Weekly samples of water are to be sent for analysis.
3. Regular inspection of sanitation of: the kitchen, garbage disposal, plumbing facilities, and a report submitted to the business manager.
4. The doctor is to confer with the director concerning the adjustment of any conflicts that arise between camp activities and health and safety.
5. Periodic inspection of living quarters to be made and a report of observations to be given to the director.
6. Medical staff to report to counselors any situation requiring counselor cooperation, i.e., campers' schedules for treatments, special orders, such as diet, rest, limitation of activities, etc.
7. Medical lodge to supply first aid kit, with instructions to any group leaving the camp area. All injuries treated must be reported.
8. Medical supplies of any kind not to be in possession of or used by individuals without the approval of the doctor.
9. Determine with program director when swimming should not take place because of weather.

Medical Lodge Routine and Regulations

1. The cleanliness of the infirmary is the responsibility of the medical staff.
2. Medical lodge equipment is not to be loaned out without doctor's approval.
3. Arrangements for meals for patients to be made with the dietitian.
4. Medical supplies to be received, checked off and inventoried at opening of the season and at regular intervals. A complete inventory to be given to business manager at end of the season.
5. A close account to be kept of the amount of medical supplies and equipment on hand, remembering that approximately one week is required to replace stock. A minimum of one week's supply margin of safety must be maintained at all times.
6. Visiting: Campers may not visit at any time either in the medical lodge or on the outside at the windows. Counsellors are encouraged to visit their own sick campers once or twice daily briefly, where permissible. Sick counsellors are subject to the same regulations as campers and may be visited by their section heads only. The infirmary will observe rest hours, as does the rest of camp. Bedtime for patients—latest to begin at 9:00, infirmary asleep by 9:30—lights out. Extreme quiet must be observed at all times in and around the infirmary.
7. Compulsory letter writing day. Nurses to see that patients write their letters home (Tuesdays and Thursdays), letters are to be turned over to the office for checking.

In the absence of the director the business manager acts for him.

Child Art Goes to Camp

Erma L. Sutcliffe

Let us think about the child, any age, going to camp after a hard ten months of routines, rushes and musts. Camp should be for him a place to relax, to find inspiration through recreation, and what is more important, to try to find himself. He should learn that life is a creative venture rather than an academic storehouse. As leaders, we must decide to put the child's needs and desires first. It is his camp, his for a rich experience. The salary of the leader and the outworn doctrines of the camp must be put in their correct place if we are to be honest with the child.

Are we going to cater to the parent, or are we going to subtly educate the parent? Why send a child home with a poorly made billfold or bracelet, when he is seeking answers to the life around him? Why should any child make a billfold when he can buy one gayer and with more gadgets at the nearest five and ten store? Why should any girl be taught bad taste in the form of shell earrings when it is outside the child's own real primitive expression? Shells suggest life under water, moving things, colour and light, not earrings.

Are we going to build totem poles when we are neither British Columbians nor Indians? Is the art leader going to have a wonderful time expressing himself through some super-technical show of skill in stage sets and costumes, or are the campers going to make their own stage sets? Are you going to do the "Pirates" again or will you be honest and let the campers, young and older, write, plan and direct the plays?

The Art Counsellor's job is not an easy one. Problems arise largely from the workshop. He should discuss his role before camp begins. He should know the general camp plans, so that art requirements may become part of his planned program, and his program must be planned. Look at the swimming counsellor; he works each day with the same groups of campers and when they leave camp they have achieved something. The art counsellor should be as well organized and have as fair a chance.

In many camps there is no child art, there is only "arts and crafts"; in other words, skills. Is the child a craftsman? I do not think so. No one is a craftsman excepting an unusual teenager and some adults. Crafts demand precision and rules, and frequently are straight technical jobs requiring only a recipe. Some schools of thought believe in teaching the skills first and the creative effort later. I have seldom seen this successful, the cart cannot pull the horse if the horse is to be happy and useful. The average child to whom you are catering must first learn to gain confidence in himself through using his own ideas and experiences with art materials as the medium. Later he will want the skill when he is ready for it. I have known many frustrated children, who were taught by a teacher to put the skill first, before the interest was fostered and developed. You will meet

some of these children in your camp. They will say, "I can't", "show me how", or "you do it for me", so you, as an art leader, have a handicap to begin with. Most of your campers have had a leader somewhere, who has superimposed his own ideas, not too good in taste, upon the child in the form of patterns. He is the leader who caters to adult praise, or who is frightened of his own ability to work with children. The child, at any age, is a strange creature. He has a way of sensing when his teacher does not know, or is afraid. He feels, on the other hand, an understanding with the leader who is not averse to admitting defeat here and there, or to work out new ideas with the child. Help the camper to become a happy, adjusted person, and skip the worry about super results.

Why shouldn't you utilize the camper's love of nature for their creative work? Think of a tree and what happens to it, how it grows, what colour and feel and shape it has. Who lives in it ? The birds and squirrels and the small, small things that we can scarcely see. How do they build their homes in these graceful trees and why? Then there is the sky; all day long the colour and the cloud shapes change, in sun or in rain. And there is the night sky, with star formations and their wondrous stories. Look at the ground, watch your step; such tiny creatures; get right down close to see what they are doing. And you can build with sand and stones and wood. Should we rip bark from the trees, counsellors? Carve in wood, and build with wood; there is plenty without destroying trees. And what about other camp activities for subject matter? Make banners for sports parades, fantastic figures to be carried high, decorated boat floats, murals for dining and recreation rooms showing all the feats of swimming and archery and the wonders of nature lore. What do you know about your camp site, its topography, its geographic setup in Ontario, and its historic background? Every acre of land in Ontario has a history. Find out before you go; it will make interesting subject matter.

Cooperate with other counsellors on the use of films and picture materials. Work with the swim and nature leaders. It helps all of you to help the campers. Let the child experiment. He needs the tool, the medium and the idea. You help him to think, but you do not think for him. Remember, the art in itself is not important, but the child is. Experiment with the children to bring all within the charmed circle. Give each camper a rich and lively experience and the result will be deep satisfaction to both camper and leader. Send each camper home finally, not with a bracelet or tie-rack in his hand, but with a new rich approach to living, inside him.

A Little Nonsense Now and Then

JOYCE BERTRAM,
Camp Ouareau

You scan the ads for bargains in bathing-suits, mattresses, slacks and kitchen crockery. You spend hours poring over books in the library on every topic from teaching children to swim to emotional adjustment in the adolescent. You wonder frantically if the weather this summer could possibly be as bad as it was last year, and then decide darkly that it will probably be much, much worse. (A sign of age, this, like hills getting steeper, children noisier and staff younger.) You panic slightly at the thought of whether the dock lived through the winter's onslaught and whether the cook can be prevailed upon to use the concentrated food you were talked into buying.

On an old envelope you find such illuminating notations as "send folder to D. Long, 117 Brammall, and "phone Mac re milk-sub. Any good?" On the back in cramped writing you find "Marge W. wants to be a senior. What to do?" and "Can we take Bobbie?" You are familiar with these notes to yourself, no doubt, and the little black book without which no director would contemplate running a camp is beginning to fill up with similar reminders.

In other words . . . you are getting ready for camp.

And among your various old envelopes and order forms you are sure to have a list of about 12 things which you want campers to get from your camp this summer. Most lists start off with imposing sounding phrases like "opportunity for democratic living" and then run the gamut of "emotional adjustment" and "appreciation of Nature" right down to learning to swim. But have we forgotten, in our passion for taking improving course on "Administrative Procedures" and "Staff Training" and "Programme Planning" that a camper comes to camp primarily for FUN? And if we think that FUN is a concomitant outcome of all the months of preparation and reading and staff training, etc., etc., we are the more deceived. For fun, like Christmas, is a state of mind, which can only be engendered by a staff and a director who do not take its presence for granted, and who are young enough in heart to recognize what an airy and nebulous thing Fun can be, and how soon it can be lost in an atmosphere of busy efficiency.

There are several kinds of fun at camp. There is the traditional kind which recurs each year and the joining in which gives a camper a feeling of security and belongingness. There are also the expected often repeated routines of camp like the nightly scramble for the first in line at "milk and biscuits" and the weekly soapwash. There are long thought out, well-planned programmes which require a great deal of team work and co-operation and plain hard work. And do not mistake the presence of hard work for the absence of fun. More often than we imagine, the two go hand in hand.

And then there is the unexpected, unplanned fun which suddenly presents itself and which is apt to slip by un-

noticed when a schedule is too tight and too inflexible. A "doughnut bell" or a "watermelon bell" is always "good fun". Whenever this bell rings, campers drop everything to run after it. From tennis courts and docks and riding rings and craft shops they come in hordes in the twinkling of an eye. It is fun to stand and eat the doughnut or the watermelon. It is almost as much fun to *imagine* we are eating the doughnut or the watermelon and to *imagine* that we can hear the bell. Any time of the day, it is easy to imagine that NOW, RIGHT NOW, the bell *might* ring.

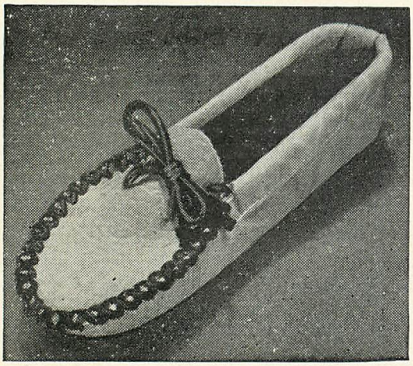
And it is fun suddenly to be told that instead of going to bed immediately, "quickly, before the second whistle blows", that we are going to sit out on the swings and the teeter-totters admiring the northern lights and counting the number of shooting stars. And what Junior can forget the "fun" of being wakened up at night, stuffed into slacks and rubber boots, and taken to an enchanted spot where fireflies dance in the moonlight. Of course, if there is a standing rule that all campers be in bed by 8.30 or 9 p.m., it makes it a litttle more difficult.

When the fifth day of a three-day rain starts dripping its way in . . . then is the time for a little spontaneous fun. We had a party for the Weather Man last year on the twelfth consecutive day of rain. The Weather Man, dressed in raincoat and dripping sou'-wester, flanked by his two henchmen, Thunder and Lightning, staged an astonishing show in the dining room at dinner time. The campers were then told in uncompromising tones by the sullen Weather Man that unless they amused him, he would send rain until the end of Camp! As each cabin vied with their stunt that night for the honour of amusing the Weather Man, a huge barometer showing *fine, wet, hail, snow,* etc., was shifted back and forth. At the end of the evening the Weather Man inadvisedly left it at *fine*. A great cheer went up from a hundred lungs. The following day . . . you guessed it . . . it rained! But we had fun!

Many camps have imaginary characters which add immeasurably to the spontaneity. The author's youthful days at camp were much enhanced by the presence of "the camper's best friend, Maude", who had more fun than everyone else at camp put together. At another camp, "Camp Spirit" is no nebulous thing, always on the side of authority, but is a person, with a distinct personality of his own. Though the embodiment of all the virtues we should like the campers to possess, he is still so impudent and cocky and so irrepressibly cheerful that no camper or counsellor could do without him for a single day.

Let me quote Abbie Graham in her book, "Working at Play". Miss Graham says "Campers are like any other people on vacation. They want certain things that they know they want, and *unknown things in addition*". That, then, is as much our job as any. We try to give the campers what they want, what their parents want and what we feel they should want. But besides that, we must give them unknown things, in addition. And that unknown thing is very often FUN—plain, spontaneous, unplanned FUN.

ARTS & CRAFTS SUPPLIES



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C.C.A. Newsletter

Dear Camping Friends:

Your new executive has held two meetings, one in March and one in April, and their final Spring meeting will be held within the next two weeks.

During this period we have been concerned with the details of moving our office to 52 Avenue Road in Toronto, of working out a realistic budget for the current year, and with completing an arrangement for co-operative office space and executive secretary services with the Ontario Association. It is gratifying to note that a considerable saving will be effected this year through this cooperative arrangement, and we are confident that your correspondence will be acknowledged promptly by Miss Joyce Bertram, our Executive Secretary, and forwarded to the chairman of whichever standing committee can be most helpful to you.

We hope that you will find this issue of our magazine helpful and stimulating, and we not only invite you, but we *urge* you as a member of the Canadian Camping Association to make your thoughts and experiences available to our editor, so that they may be shared by other members from B.C. to P.E.I.

We have welcomed notices about conferences and a training clinic in the Maritimes, Manitoba, and B.C. respectively, and sincerely regret that we have not been able to see a way to send delegates or resource people from the National Office.

As was mentioned to you in our last news letter, we are concentrating this year on establishing a firm base through encouraging active standing committees, reducing national fees to leave a larger portion for Provincial Association work (this has already been effected), and through a concerted effort to contact more of our widespread constituency through direct personal correspondence from our office.

We are a young National Association, and we face numerous problems that must inevitably confront any coordinating body in a country of such enormous distances and such uneven population distriubtion as this Canada of ours. However, if we persevere, and if we build carefully, we will have a truly National Camping Association — made up of member Associations in every province across the Dominion. But we have modest means, and the process will not be rapid.

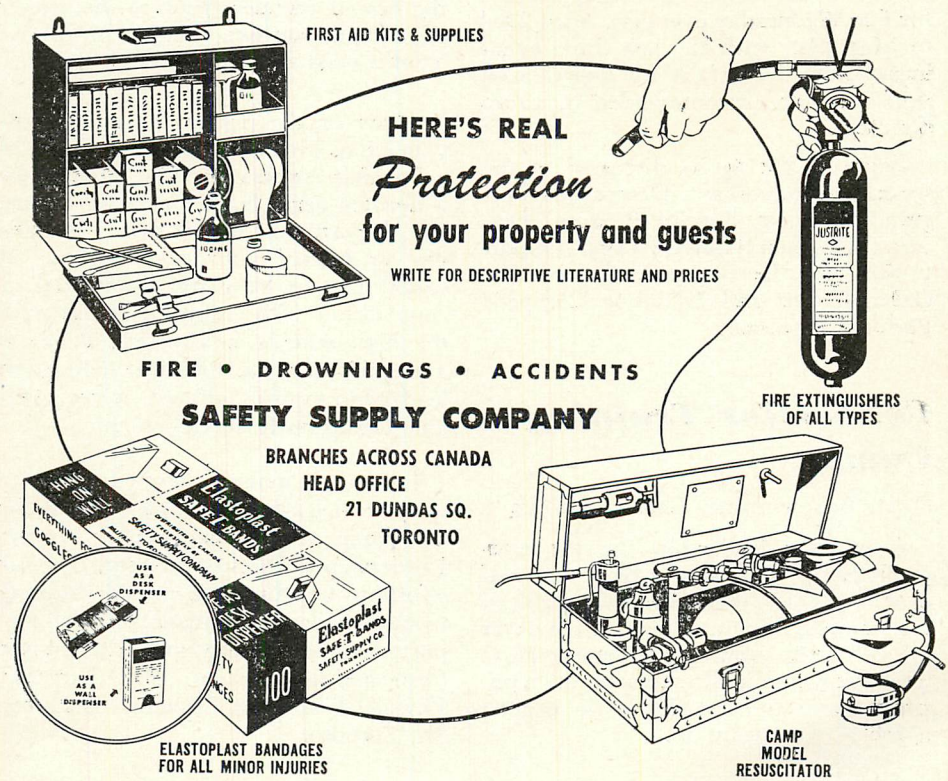
May I again urge those of you who hold memberships in provinces where there is no Camping Association to write us and discuss your problems, and may I ask the Executive Committees of those Provincial Associations which *are* organized, to *set one open meeting aside this coming fall for a full discussion of the National Association —its function and its future.* If you will give us at least 30 days' notice of the meeting, we will see that you are provided with all the information . . . . constitutions, frames of reference, budgets, etc.

Have a wonderful summer, won't you . . . and be sure to write up some of the highlights!

Sincerely yours,

W. E. (Ted) Yard,
President.

To remind you: C.C.A. buttons are still available from the C.C.A. office, 52 Avenue Road, Toronto. Orders would have to be placed as soon as possible.



Notes from the Provinces

BRITISH COLUMBIA

From B.C. (labelled Boom Country in a recent feature article) comes a report of a Camp Counsellors' Institute, held in Vancouver on May 16th and 17th. The Institute was planned to help provide the camps with better equipped leaders and was of utmost interest to all people in the camping field.

Opening Friday evening with a dinner meeting at which the subject of the address was, "Why Train Counsellors?", followed by several displays, the Institute carried on throughout Saturday with a most varied and interesting program.

ONTARIO

The Ontario Camping Association arranged a Counselor Training Course for five Wednesday evenings, April 23rd to May 21st, with the last three evenings arranged specially for experienced staff members, recommended by camp directors.

Some of the topics discussed at the special sessions were: Democratic Program Planning, Special Program Features, The Successful Out-Trip, Opportunities for Learning at Camp, The Cabin Group and Handling Campers' Personal Problems.

Counsellor Training Camps

C. R. Blackstock, *Camp Mazinau*

Counsellor leadership for the non-profit camp continues to be a very real problem. Trained and experienced leaders with a sense of mission are never in sufficient supply for these camps. This means that directors of the non-profit camps are not able to do as good a job as they want to.

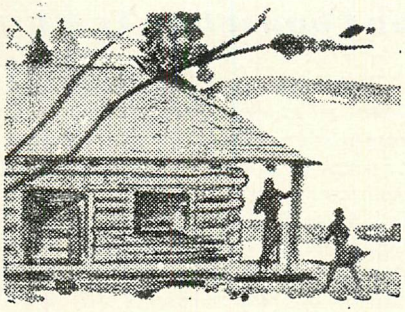
The Department of Education makes provision for some leadership training at the two camps, Belwood for girls, Bark Lake for boys. The Department asks that non-profit camps sponsor and recommend suitable girls and boys to receive this training.

We suggest that private camps are in a better position to urge the more able of their older campers to take this leadership training course. Private campers can afford this time. Private campers can be imbued with the service ideal. Many private campers schould be willing to make a contribution to their fellows by serving as counsellors in the non-profit camps.

Church groups have among their members girls and boys who can afford to be trained for leadership positions. Many of these young people do not "need to make money" to go to school. Demands should be made of them as of the private camper group to share their advantages and experience with others. Youths need this kind of challenge.

Many of the present long-time private camp directors know the effects of a burning enthusiasm, first planted by a devoted adult leader, to serve others. The Department of Education is anxious to receive your nominations. It would like to have the same kind of cooperation with camps as it has with the high schools in choosing the boys and girls for the physical education leadership courses offered at the Athletic Camp on Lake Couchiching.

Let us all make concerted effort to sponsor at least one boy or one girl for the camp leadership training course. Leadership is the first essential for our efforts to improve and extend camping to more and more Canadians. The Department of Education will supply forms and information. Write Director, Physical Education Branch, 206 Huron St., Toronto.



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MACMILLAN

Kawagama Cine-Series on Counsellor Training

The following three moving pictures were produced during the summer camping season of 1951. They are to be used in a Counsellor Training programme, as well as Camper instruction. It is hoped other activities will be photographed and added to this series, with the aim of having a complete film library on the major camp activities. Each film is devoted to one specific topic. They are not presented as final authorities, but rather as a basis of discussion; procedures and techniques are indicated, leaving room for discussion by Counsellors and Campers. The films will stimulate discussion so that learning will be made much easier and quicker.

A-STENCILLING WE SHALL GO

This film shows briefly camp activities and then goes into the details of stencil painting on cloth. Materials, preparation and handling of this craft project is shown in detail by a group of girls in a camp setting.

16 mm 10 minutes colour and sound

WITH PADDLE AND PACK

A group of boys request a canoe trip. The planning, organization and preparation at camp is shown. This includes the swimming and canoeing tests each camper requires before going on a canoe trip, as well as classes in camp craft and water safety. Various aspects of the canoe trip are shown as they pack, leave camp, cross a portage, establish overnight sleeping arrangements and trail cooking. On return to camp the trip equipment and final report are indicated.

16 mm 12 minutes colour and sound

A CAMPER AND HIS CANOE

Paddling a canoe can be introduced to campers of all ages. This film shows how children of six years of age (non-swimmers) may be introduced to paddling. Requirements for allowing a

camper to go in a canoe alone are indicated. Basic strokes in paddling are shown both by the instructor and with animated diagrams. Various aspects of water safety in connection with canoeing; and canoeing as a group activity is shown in formation paddling.
16 mm 12 minutes colour ad sound

A Camper and His Canoe has just been honoured with the First Award for high standard of achievement in the Amateur Class of the Canadian Film Awards. It is also the winner of the trophy presented by the Association of Motion Picture Producers and Laboratories of Canada as the best amateur movie produced in 1951.

The above three films were produced with the help of the campers and Counsellors of Camp Kawagama, Dorset, Ontario. Producer David Palter, Director Louis A. A. Shore.

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Book Reviews

Games for Girl Scouts: Published by Girl Scouts of the United States of America; 155 East 44th Street, New York 17, N.Y.; price, 35c.

Though written primarily for Girl Scouts and their leaders, this book is crammed with suggestions on how to select and present games that are suitable for boys and girls of various ages. The games have been described in an easily-understood form, with suggestions added for variations.

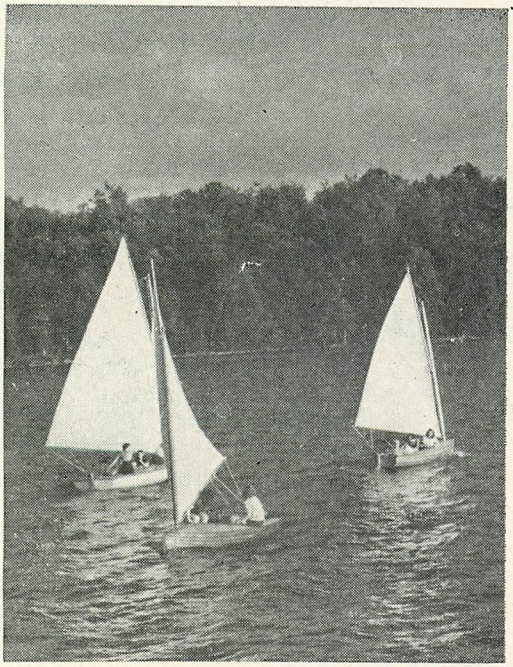
They are classified as games for the new girl scout, indoors, music, games from other countries, out-of-doors, woodland games, water games, relays, etc. It is a most useful, inexpensive book for a camp library.

Cooking Out-of-Doors: Published by the Girl Scouts of the United States of America; 1946: 155 East 44th Street, New York 17, N.Y.; price, $1.00.

This book will be useful for all campers whether they are planning a ten-day canoe trip or a family picnic. The opening chapter contains invaluable information compiled by skilled campers who can cook as easily on an outdoor fire as in a modern kitchen—hints for outdoor cooking, fire building, the care of food.

There is a description of outdoor kitchens and gadgets, accompanied by very clear sketches. The concluding chapter contains sixty-one pages of recipes so attractive that you will reach for your axe, your knife and your bandana, and head for the country. This is an excellent book for campers.

Flora Morrison,
Windy Pine Point.



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The Fire Patrol, by Dickson Reynolds; published by Thomas Nelson and Sons, Ltd., Toronto; pp. 192; price, $1.69.

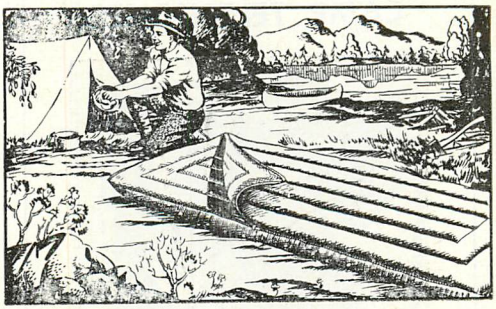
The author of this book, Dickson Reynolds, was born near Regina and spent his childhood on an Indian Reservation in Saskatchewan, but it was from later experiences in British Columbia that he gained his first-hand knowledge for "Fire Patrol". For this book the author visited a Junior Forest Warden Camp and learned a great deal which is incorporated into these adventures of a group of boys in a B.C. Forestry Camp. It is a story which will appeal to boys, but which will also give anyone an appreciation of the resources and possibilities of our nation's forests and the problems of conservation. "Keep our Forests Green", is the key note.

Wake of the West Wind — Ryerson Press, $3.00.

This story is aptly titled and appropriately dedicated "To the Memory of Tom Thomson"—artist, woodsman and guide. Young people will enjoy the adventures of Bob MacPherson, the young teen-age son of a family who runs a tourist establishment near Huntsville, Ontario. Bob. a real woodsman, is very keen on sketching and to his great delight he gets the job of guiding for Colin Corwood, an artist from New York. Because of this chance encounter, Bob eventually overcomes the opposition of his father to become an artist himself.

The author, George E. Tait, also illustrates this very enjoyable book. Although the story is fictitious, much of of Tom Thomson's own history is incorporated in the tale. The author expresses the spirit of the same north country that Tom Thomson depicted on his canvases.

Adele Ebbs,
Camp Wapomeo.



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Canadian Camps Support Camp in India

A Canadian, long in boys' work and camping in Canada now (as for more than ten years) gives his full time, free, the year-round, to promoting, operating and extending a non-profit camp in India.

This remarkable, finely inspired and very competent person is Wallace Forgie, well-known right across Canada in Y.M.C.A. and other boys' work fields. Even his many-years-apart trips between India and Canada in the interest of the camp are made at his own expense.

The project was established, under Mr. Forgie's inspiration, by a group of his friends. It has been maintained, extended and operated by the contributions made by him, his friends, and their friends in both Canada and the United States.

Canadian Camps became interested in this unique international and interracial project. A number give all or a part of one Sunday's Camp-service offering to the undertaking. It is hoped that many more will do so. They hear from Mr. Forgie regularly as to the services their gifts make possible.

The President of the Canadian and Ontario Camping Associations, the Editor of this magazine, and other members of both organizations' executive committees are members of the camp's Canadian Advisory Committee. Further information may be secured through C. T. Sharpe, 2A Lindsay Ave., Toronto, co-chairman of the Advisory Committee.

The Camp has an interesting dual-origin name—*Tonakela.* In North-American Indian language this means "Others First": in an East-Indian tongue, a word of almost identical sound means "Not for Self". Because of this similarity, and as a compliment to support from this continent, the North-American form and spelling were accepted.

Camp Tonakela (it is near Madras) last year provided for 28 groups (452 girls and 1,721 boys). All use the facilities without charge. Some make their own feeding arrangements: those that cannot do so are provided for from funds that Canadians and others make available.

The camp co-operates fully with local relief authorities. Nearby village children get their only decent meal a day free at the camp. The local region is at times saved from death-dealing water-famine by using the camp's swimming-pool supply solely for human consumption.

The writer knows of no other service or relief project in which absolutely 100% of the contributions goes directly into service without any deductions for transmission, administration or wages.

Twenty-five cents from a Canadian camper will feed a camper at *Tonakela* for a whole day. How many days will *your* campers provide?

National Camp-Can. Girl Guides Ass'n.

JOAN FISKEN

For ten days in July, the Connaught Rifle Range, near Ottawa, will be dotted with tents, but instead of khaki-clad soldiers, Girl Guides in copen blue of summer uniform will be encamped.

From all over Canada—from British Columbia to Newfoundland, and from as far as Yellowknife, N.W.T., will come 1,200 Girl Guides, Rangers and Guiders for the third National Camp. Every girl will pay the same camp fee and rail fare, thanks to an agreement to pool expenses.

Guide guests from overseas have been invited from the U.S.A., Brazil, Bermuda, Jamaica, Guadaloupe, Curacao.

It will be a huge camp, but it will be divided into small groups, just as if there were 43 Guide Companies on one site. In each circle of 5 tents will be 25 Guides and 3 Leaders. Carrying out the theme of the camp, "Our Canadian Heritage", every group will have a name famous in Canadian history, and will include girls from all over the country as well as some of the guests. What a chance for young Canadians to get to know one another! The girls will do their own cooking over trench fires, drawing rations from Headquarters,

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and each camp of 25 will, through "Court of Honour" organize its own daily programme.

Special big group events for Campers only are the Opening Camp Fire, with a historical pageant staged by the Ottawa Guides, Provincial Song and Dance Night, and the closing Camp-Fire. Miss Mary Chater, Great Britain's Music Commissioner, will direct the singing.

Only specially invited guests will attend the official opening ceremony at which the Guides will march past. All visitors will be welcomed for Display Night, July 21st, and Visitors' Day, the 22nd.

Supervised sightseeing tours of Ottawa have been arranged. and Guides may go in groups to visit friends, or to shop in town.

For recreation, as well as swimming, 16 group activity tents are planned, where knotting, puppet and gadget-making, singing, dramatics, etc., can be enjoyed by all. A special feature is "Our Home Town Forum" or Gossip Center, where girls can exchange stories and information, and learn something of Guiding and life in different parts of Canada.

Though Campers were allotted to the Provinces on a quota basis, every Guide was able to participate in Camp by entering one of the three competitions to be judged at Ottawa—mapping, a company project; original Canadian Songs; and knitting, the garments to go to Korean children.

The Rangers will camp in three groups of 24 each, and as well as her own group activities, each Ranger is to give three hours' service each day at Headquarters.

Inspired by the happy spirit amongst the Canadian, American and Brazilian campers at the 1948 World Conference of Girl Guides and Girl Scouts, the National Camp is the result of two years of thought and planning. Every member of Staff, every Camper is anticipating, with excitement and keenness, ten unforgettable days.

Slippery Docks

If you have the problem of your dock becoming slippery, try painting the wood and immediately sprinkling a coat of finely-sifted sand directly over the fresh paint. For a longer "life" to the project, a second coat of paint applied after the first one has dried, will achieve this purpose. When it is necessary to repeat the job, see that the old paint and loose sand are first scraped off.

Plastic Dressings

Since Ingram and Bell in their advertisement has not boasted about the new plastic dressings which are now available, we would like to mention them. They are called Dalmas antiseptic first aid dressings. There are various sizes of small adhesive plastic band-aid dressings, ready to use and water proof. Since they are thin and elastic, they stretch with movement and stay on the hard-to-bandage places. Camp doctors and nurses will appreciate their handiness and durability for first-aid treatment of campers' minor cuts, scrapes and scratches.

Splatter Printing

Making leaf prints by splatter printing is good fun for campers. There are several ways of doing it. This method gives excellent results. Any small spray gun or atomizer (even a fly tox sprayer) can be used to make a fine spray.

Fill the gun with diluted water-color paint or ink of some bright color. Arrange leaves or ferns on a sheet of paper, and place this on several newspapers spread on the floor. Pump the spray about three feet above the paper and a little to one side. Standing to one side prevents large drops from falling on the paper from the atomizer.

Lift the leaves when the paper is completely dry and they will be silhouetted on the paper with a background of colored spray. Experiment with borders and two or more colors. For camp banquets, etc., serviettes and place cards can be decorated easily and quickly.

Getting Rid of Wasps

From the Ontario Department of Lands and Forests comes a suggestion for getting rid of wasps when chemical sprays are not available or for some reason or other are not convenient to do the job. "On a damp night, that is, one during which the dew has formed, the wasps' nest can be safely picked up on a long stock and carried to a suitable place for destruction, such as an incinerator or stove or other means. The principle behind this is that the wasps' wings are damp, rendering them incapable of flight, and they are able only to crawl about the nest. However, a long stick is essential since the wasps, while unable to fly, can still sting." A wasps' nest near a cabin can cause much distress among campers.

Detergents and Their Effect on Grease

Continuous use of synthetic detergents in camp dishwashing, shower and clothes washing facilities is likely to result in serious malfunctioning of the camp's sewage system. These detergents cause a carry-over to filters of greases in waste water and are likely to progressively seal the absorbing media with a resulting eventual failure of the sewage system.

Fuller information on this subject was given in the March number of the Camping Magazine of the A.C.A.

BOB WALLACE

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More Book Reviews

The Trip Camp Book: Published by Girl Scouts of the United States of America; 155 East 44th Street, New York 17, N.Y.; price, 75c.

"Trip camping is one of the most enjoyable kinds of camping because it combines a good time, a visit to new scenes and expert camping". This small book summarizes in concise form much of the necessary knowledge of the skills required to make the perfect tripper. Some of the subjects dealt with are: planning the trip, camp sites with illustrations of shelters, food and menus, equipment, etc. There are chapters on different kinds of trips, such as walking trips, mountain climbing, trail trips, wagon trips, canoe trips, etc. Hints on sanitary arrangements and health and safety are a most important part of the book.

The Day Camp Book: Published by the Girl Scouts of the United States of America; 155 East 44th Street, New York 17, N.Y.; price, 50c.

The material in this book of 126 pages is planned to help with the problems of day camping—under such headings as planning, administration and program activities. The need for *good* day camping grows as the juvenile population of our cities grows. Day camping calls for less equipment and less expenditure of money and can reach larger numbers of children. Expansion needs only adequate numbers of qualified leaders and adequate space.

The staff has great responsibility in providing for the campers a real outdoor experience with lots of fun, satisfactory group participation, instruction in camp lore and a development of resourcefulness. This practical handbook serves a most useful purpose in giving excellent guidance in day camping. There are numerous amusing and interesting illustrations.

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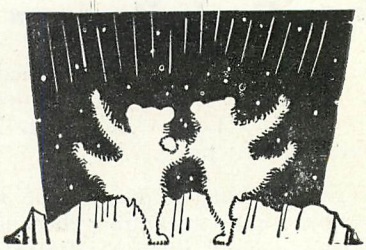

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Child: "Mummy's got diabetis and the doctor is treating her with insolence."

—★—

Little girl to parents urging her to eat: "I don't want to grow up big and strong. I want to be pale and interesting!"

—★—

Once there was a camper
And how that child could gush;
She revelled in superlatives
And always had a "crush".

Everything was "super",
Or something she adored;
She always knew the answers
And was never, never floored.

She watched a counsellor painting:
"What a gorgeous sky!", she cried.
"Why, it's utterly entrancing!"
While she watched, she raved and sighed.

"How I long to take those colors home.
It would be the greatest thrill."
"Since you're sitting on my pallette",
Said the counsellor, "You will!"

—M.S.E.

—★—

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